

2005 PAAP Mathematics Entry Slip for Content Standard

A

Student Name: _____

Grade: _____

STEP 1

Check the **ONE** Level of Assistance most used by the student to complete work for this Content Standard. See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the **ONE** PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

• Circle the **ONE** Content Standard and the **ONE** Performance Indicator used by the student to complete the work for this Content Standard Entry.

MATHEMATICS

- | | | | | | |
|--|---|----------|---|---|-----|
| A. Numbers & Numbers Sense | 1 | 2 | 3 | 4 | |
| B. Computation | 1 | 2 | 3 | 4 | |
| C. Data Analysis & Statistics | 1 | 2 | 3 | 4 | 5 |
| D. Probability | 1 | 2 | 3 | 4 | |
| E. Geometry | 1 | 2 | 3 | 4 | |
| F. Measurement | 1 | 2 | 3 | | |
| G. Patterns, Relations, Functions | 1 | 2 | 3 | 4 | |
| H. Algebra Concepts | 1 | 2 | 3 | 4 | 5 6 |
| I. Discrete Mathematics | 1 | 2 | 3 | 4 | |
| J. Mathematical Reasoning | 1 | 2 | | | |
| K. Mathematical Communication | 1 | 2 | | | |

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: A Performance Indicator: 2 Rubric Level: 1 Rubric Page# Math 1

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:

Selected Response ☐ Constructed Response ☐ Performance Based ☒

Source of Task: _____ PAAP Task Bank _____ Points for Task: 6

Task Title: Cooking with Numbers

Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required the student to demonstrate a use of numbers by following a recipe. The student read (or listened to) a recipe for making _____. Through this task the student used numbers for measurement.

The student measured the required ingredients and the teacher checked the accuracy of each measurement, recording the results on a table.

Prior Knowledge and Skills Required:

The student needed to know specific measurements required and how to measure each.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher helped with reading of the recipe, clarified directions, operated the stove as necessary, and checked the accuracy of each of the student's measurements.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Cooking with Numbers

Measuring the Ingredients

Ingredients	How much will you need?	Measured Accurately? (circle one)
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No

% Correct _____

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: A Performance Indicator: 2 Rubric Level: 1 Rubric Page# Math 1

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:

Selected Response ☐ Constructed Response ☒ Performance Based ☐

Source of Task: _____ PAAP Task Bank _____ Points for Task: 6

Task Title: Cooking with Numbers

Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required the student to demonstrate another use of numbers by following a recipe. The student read (or listened to) a recipe for making _____. Through this task the student demonstrated understanding of the use of numbers to order by listing and numbering the steps in the order they were done during the preparation of the recipe.

Prior Knowledge and Skills Required:

The student needed to know how to order numbers.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher helped with reading of the recipe, clarified directions, operated the stove as necessary, and recorded student generated information as necessary.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Cooking with Numbers

In what order did you complete the steps to prepare this recipe?

List the steps you followed to make the _____. Number the steps in order.

% Correct _____